

Phonics Dice Activities

Below are some of the ways to use the Phonics Dice Kit. While these activities are good ones, the team at V.C. Educational Consulting encourages you to create your own activities to expand, reinforce, and inspire your tutorial and classroom lessons. If you think of a successful new application for the dice, please share it with us at VCEdConsulting@aol.com. Your ideas will help us to expand future editions of this brochure!

ALL GAMEBOARDS: Choose a particular item for the child to find, then provide him with a pile of chips and a gameboard, asking him to cover all the boxes that represent that concept (e.g., cover all the closed syllables, cover all the vc/cv division pattern words, cover all the Latin words). To shorten the task, cover a portion of the board.

ALPHABET DIE: The consonants are blue, the vowels red, and tricky *y* has its own color (as it can be either a consonant or a vowel) on this unique 30-sided die! The remaining sides are wild spots, which make it easy to adapt this die to game playing. Students are intrigued by its many sides, and letter names or sounds can be practiced in a variety of ways.

Note: With younger children and beginners, turn the die to face the child after he has rolled it, making it easier for him to identify the letter rolled.

- Take turns rolling the die. The roller either identifies the name or the sound(s) of the letter rolled. Each correct answer earns a point; a wild roll is worth 2 points.
- Take turns rolling the die. The roller names the letter *after* the letter rolled. A more difficult variety involves the roller naming the letter *before* the letter rolled.
- Take turns rolling the die. After naming the letter, the roller determines whether it appears in the first or second half of the alphabet.
- Take turns rolling the die. The roller identifies a word that begins with the letter rolled. Specific subjects or topics (such as “items in this room” or “animals”) can be used to add challenge to the activity.
- Put a closed syllable with a blank in place of the first consonant in front of the student (e.g., __at or __id). The student uses his roll to fill in the blank, announcing whether the roll makes a word or not. Points can be assigned for real words, for nonsense words, or for both! (Use vowels as a roll again option and wilds as an opportunity for the student to come up with any letter that would make a real word.) For added challenge vowel teams and other structures can be used (e.g., __ail or __ar).
- The student rolls the die, finding the letter on a pre-printed list (one has been provided) to match the letter rolled. The student should name the letter, its sound, or both during the activity. Then, the student can place a marker (5 each of 5 colors have been provided) on the letter named. Depending on the time the teacher has allotted for the activity, participants can

attempt to form a row, four in a square, or any other shape that suits (similar to connect 4 or tic tac toe).

KINDS OF SYLLABLES DIE: This white die with colored lettering represents the six kinds of syllables (open, closed, silent-e, vowel-r, vowel team, and consonant-le). Students can use it to hone syllable identification and reading skills!

- Take turns rolling the die. Using a board of mixed syllables (one has been provided), the roller locates an example of the kind of syllable he rolled, pronounces it, and places a marker on it (10 each of 5 colors have been provided). Depending on the time the teacher has allotted for the activity, participants can attempt to form a row, four in a square, or any other shape that suits (similar to connect 4 or tic tac toe).
- Take turns rolling the die. The roller defines the kind of syllable rolled.
- Take turns rolling the die. The roller provides an example of the kind of syllable rolled (either spoken, in writing, or both).

SYLLABLE DIVISION PATTERNS DIE: This white die with colored lettering represents six syllable division patterns (vc/cv, v/cv, vc/v, cons.-le (count back three), cv/vc, and vccv). Students can use it to hone syllable division patterns and reading skills!

- Take turns rolling the die. Using a board of words of different syllable division patterns (one has been provided), the roller locates an example of the kind of word she rolled, pronounces it, and places a marker on it (10 each of 5 colors have been provided). Depending on the time the teacher has allotted for the activity, participants can attempt to form a row, four in a square, or any other shape that suits (similar to connect 4 or tic tac toe). A spin on this activity is to use nonsense words.
- Take turns rolling the die. The roller explains the pattern rolled.

WORD ORIGINS DIE: Latin, Greek, and Anglo-Saxon each own two sides on this white six-sided die with colored lettering. Practice identifying words of different origins and explore the origins of the many interesting words in English with this useful die. Reference cards identifying the major characteristics of words of Latin, Greek, and Anglo-Saxon origin are provided.

- Take turns rolling the die. Using a board of words of different origins (one has been provided), the roller locates a word of the origin rolled. Depending on what has been taught, the student can be asked to say why the word identified comes from a particular language. Then, the student can place a marker (10 each of 5 colors have been provided) on the word identified. Depending on the time the teacher has allotted for the activity, participants can attempt to form a row, four in a square, or any other shape (similar to connect 4 or tic tac toe).
- Take turns rolling the die. The roller states one identifying trait of words coming from the language rolled. (For example, if Anglo-Saxon were rolled, the student could say “often have vowel teams.”)

Contents: Alphabet Die, Alphabet Gameboard, Kinds of Syllables Die, Kinds of Syllables Gameboard, Syllable Division Patterns Die, Syllable Division Patterns Gameboard, Word Origins Die, Word Origins Gameboard, language of origin reference cards, markers for 6 players.